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CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION

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Published Bimonthly—State Department of Education, Sacramento California.

In appreciation of the fact that the rural situation presents a fundamental problem to a progressive state program of elementary education, the California State Board of Education has authorized the publication of the California Exchange Bulletin in Rural Education to be devoted to the purpose of equalizing educational opportunity for country children.

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BETTER RURAL SCHOOLS, I SALUTE YOU.

I congratulate Miss Heffernan, our Commissioner of Elementary Schools, and the rural people of California generally upon the publication of this rural schools bulletin which should be the harbinger of better rural schools. The rural sections of California have better schools than the rural sections of most other states, but in spite of that fact there is much room for improvement. The rural trustees need suggestions and aid in making their schools better. The rural children need schooling more vital than that usually given. The rural teachers should have the help that comes from a knowledge of what other rural teachers are doing. This bulletin is intended to supply these needs, and I have no doubt it will.

SUGGESTIONS TO TRUSTEES.

What suggestions have I to offer for the improvement of rural schools? I'll try not to be too generous with suggestions, confining myself to only a few.

First of all, let me point out that the quality of work done in the rural schools depends almost entirely upon the teachers. Rural trustees should therefore make every effort to get the best available teacher for the district. Now the person in the county who knows most about the qualifications of teachers is the county superintendent of schools. He should be consulted before any teacher is employed. A frank consultation with the superintendent before employing a teacher frequently relieves trustees from the trying task of dismissing a teacher who, the superintendent could have told, would fail.

Good teachers are in demand. Poor teachers are always available. The latter move from place to place applying for positions and giving the impression that teachers are plentiful. To get a good teacher, the trustees must offer

a fair salary. Rural districts haven't funds enough to offer fancy salaries, but they should offer as much as they can afford. Cheap goods are frequently expensive to buy, because the quality is poor. This principle should be applied in the selection of a teacher. It is better to pay a little more to get a good teacher than to pay the least salary the district can get a teacher for. Generally speaking, the teacher's work is just about as poor or as good as her salary. A district gets just about as good a teacher as it pays for; rarely does it get a better teacher than it pays for.

In the third place, the trustees can help wonderfully by telling the teacher occasionally that her work is appreciated. Appreciation usually brings better service. Don't be afraid the teacher will ask for more money if you speak well of her. The district ought to be paying a good teacher all it can afford anyway.

SUGGESTIONS TO TEACHERS.

Rural teachers can better their schools and themselves by keeping alive professionally. Teachers who do not enlarge their vision are only working in a treadmill. No person is happy if he is working in a treadmill. The best way to get out of treadmill grind is to get a better vision of one's work. Keep in touch with teachers' organizations, ask your rural supervisors for help. Study the best professional magazines and books. I am not preaching contrary to my own practice. I was once a rural school teacher and I know how some rural teachers almost perish because no new vision is opened up to them. Getting on in teaching is like building up a savings account—it's slow work, involving sacrifices, but there's a deal of satisfaction in either case.

Last of all, I suggest that rural teachers read this bulletin regularly. It will be helpful to you, giving you information about plans for improving rural schools and how other teachers are meeting situations similar to yours. And don't hesitate to send in questions bearing on your work. If enough questions come in, I'm sure Miss Hef-

fernan will run a Question Column, which would be a practical way to get and give help.

The bulletin is yours. Use it.

WILL C. WOOD,
Superintendent of Public Instruction.

There is nothing in all the world so important as children, nothing so interesting. If ever you wish to go in for philanthropy, if ever you wish to be of real use in the world, do something for children. If ever you yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race salvation, it will be because a little child has led.—David Starr Jordan.

RURAL EDUCATION—A CHALLENGE, A RESPONSIBILITY.

HELEN HEFFERNAN, State Commissioner of Elementary Schools.

Kipling told the boys in the war:

"It ain't the band nor armaments
Nor the tunes that they can play,
But close cooperation
That helps them win the day.

"It ain't the guns nor cannon
Nor the army as a whole,
But the everlasting teamwork
Of every blooming soul."

It will take "every blooming soul" engaged in "everlasting teamwork" to meet the greatest challenge in education today—the challenge of the rural schools of America. A democracy can not exist with half of its children receiving superior advantages in well-organized, well-supervised, and well-equipped city schools and the other half woefully neglected in inadequate buildings, poorly equipped, unskillfully taught rural schools.

One who knows called a one-room school "a little house on a little ground where a little teacher at a little salary teaches little children little things for a little while in a little way."

No individual working alone can answer the tremendous problems inherent in rural education. All of us, working together, can pool our labors in behalf of equal opportunities for rural children. For that reason, the State Board of Education has authorized the publication of this bimonthly bulletin.

Note the title: CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION! The significant word in the title is "exchange." This bulletin is to be the responsibility of every one who has a vision of better rural schools for California. You have *your* contribution to make to the

realization of a rural school that means opportunity. Again, to quote Kipling:

"And a voice as clear as Conscience rang interminable changes
On one everlasting whisper, day and night repeated so,
'Something hidden. Go and find it. Go and look behind the ranges.
Something lost behind the mountains, lost and waiting for you.
Go!' "

Life is for the greater part a succession of tasks. It is characteristic of the educated that they do them courageously and with pleasure.—Horace Mann.

After all, a child's life is made of time. One of the realities the modern school has to accept is that a child's tempo is different from an adult's. Too much speeding up is a violation of the principle of growth. Therefore, tempering the pace of a child's day to his rate of movement is a necessity for which we must sacrifice the number of activities he can undertake.—Agnes de Lima.

THE UNITED STATES BUREAU OF EDUCATION HAILS THE NEW BULLETIN AS A PROGRESSIVE DEVELOPMENT IN RURAL EDUCATION.

KATHERINE M. COOK, Chief, Division of Rural Education, United States Department of the Interior, Bureau of Education.

The notice that the California State Board of Education is to publish a bulletin to be known as the CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION is of special interest to those who believe in an educational opportunity for all rural children equivalent to that furnished in our best modern schools in cities or other favored systems.

The new CALIFORNIA EXCHANGE BULLETIN should serve a splendid purpose. It is designed to meet the needs of a group who hold strategic places in the field of rural education. County superintendents are the officers upon whom we must depend for a professional type of school administration for rural children such as is now furnished children of city systems by city superintendents. It is of vital importance that these superintendents have some established means of keeping in touch with modern ideas of school administration as they affect rural schools in the different states and that they have a clearing house of information concerning progressive practice in California and the country at large.

For supervisors and those engaged in training rural school teachers a medium of communication which will stress the desirability of close cooperation of the functions of these two groups of school officers should fill a long felt need. No one can overemphasize the importance of securing and retaining well prepared teachers in rural schools. Supervision, wherever it has been given a fair trial, has raised the quality of instruction offered in the supervised territory, has inspired teachers to find in rural education a real life calling, and has been instrumental in putting rural teaching on a plane which offers opportunity and incentive for professional growth. Making rural teach-

ing a profession which appeals to young people of ability and training is a cooperative work worthy of the best efforts of supervisors and instructors in teacher preparing institutions. Supervisors carry on with teachers in service the training begun in teachers colleges.

California is among the progressive states in school support, in providing for local supervision of rural schools, and in setting up high qualifications for teaching certificates. The EXCHANGE BULLETIN can give special attention to particular needs of rural schools in the state and be another link between the state department and local rural schools through which additional leadership will be exercised from the state department, and the level of rural education in the state raised increasingly higher. It is worthy of note that the most progressive states in rural education are, other things being equal, those in which state education officials consider raising standards of rural schools their most important function.

May I wish for the new publication long life and eminent success.

Year-round schools are in vogue at Nashville, Tennessee. The year is divided into four terms. Pupils are required to take three terms, and they can go the fourth if they want to. It is pointed out by Nashville authorities that under the present system children fall back in health and weight, and the millions of dollars invested in buildings and plants lie idle during a portion of the year. Thus Nashville is offering the optional term which seems to be greatly appreciated by many parents.—American Educational Digest.

CALIFORNIA RURAL SUPERVISORS' ASSOCIATION ORGANIZED FOR A SCIENTIFIC PROGRAM.

ETHEL SAXON WARD, President, California Rural Supervisors' Association.

Heartiest greeting and best wishes for success are extended by the Rural Supervisors' Association to every field worker in the length and breadth of our great state. With the enthusiasm inspired by our recent convention and the inauguration of the CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION, this year's work is beginning under the most favorable auspices.

Every rural supervisor should carry with him a fund of enthusiasm for this is the greatest ware which he may peddle. A remote rural teacher said to the writer some years ago, after a discussion of some classroom procedure, "I enjoy having you come to see me, your talks are so inspiring-like." For a moment I questioned if all the discourse on school work had been wasted and then I answered, "Thank you Miss S., you have paid me the greatest compliment I have ever received. If I have given you an inspiration for your work it is the biggest thing I could do for you."

Let us remember that a real inspiration can be given only when we have genuine sympathy for all humanity and a real interest at heart for all teachers and all children.

This is an age of scientific evaluation in educational procedure and supervision is to be weighed more carefully than ever before. In order that we may not be found wanting let us definitely establish objectives for our year's work and work toward their accomplishment. At the end let us measure our achievement and evaluate ourselves.

Through the sectional organizations of the rural supervisors every field worker in the state should know what his fellow is trying to accomplish, and from this source draw not only inspiration, but actual help in educational procedure. A definite plan for improving your service is thus offered. Will you contribute your bit to the group or continue to walk alone in the dark?

TEACHER-TRAINING INSTITUTIONS WELCOME APPEARANCE OF CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION.

CHICO STATE TEACHERS COLLEGE.

C. M. Osenbaugh, President.

I know of no workers in any field, in any activity, who should stand higher in the estimation of mankind in general than you. You may think yours a thankless task, for there is little in the way of personal reward and little in the way of encouragement and little applause from the side lines. But reward for duties well performed will come just as surely as the day follows the night. It may not be tangible, but its effect upon the future generation is sure.

Recently I had the opportunity of making a little study of the lives of great men and found, to my astonishment, this fact: Out of some thirty-three great men who molded and developed our civilization during the last generation twenty-eight received their elementary education in the rural and village schools of this land. They, no doubt, were inspired in their childhood days by the earnest, conscientious, painstaking rural teacher.

Rural teachers, your army is a vast one, for there are over three hundred thousand of you in the United States and more than two hundred thousand of you are teaching in one-room schools. You represent nearly one-half the total number of elementary teachers in the United States. You give instruction to ten million children. May God hasten the day when the public will realize the importance of your work and give you such assistance in the way of equipment, salaries and encouragement as will make our rural schools what we have fondly hoped that they may be in the near future.

To be a rural teacher of the truly successful kind means a teacher with better preparation, better judgment and a

greater heart than is required for any other teacher in the service of public education. If our nation is to continue to have the pride and confidence of future generations, it will be due largely to the work of the teacher in our rural schools. As a rule there is greater freedom for the boys and girls in these schools to develop naturally as should be the case in childhood years.

You rural teachers may be, if you wish, the leaders in your communities; you may mold common interests and cement community friendship as no other teacher can. The country cries out in loud appeal for the true, devoted, rural teacher. You have the chance to develop initiative, resourcefulness and, in the main, you are your own boss to do or to die. It is a challenge to the strong, to the courageous, to the mentally vigorous. There is no place for the weak, the lazy, and the indifferent. All hail to the teachers in the rural schools!

The one question you should ask yourself is, "Am I big enough for the country job?"

In conclusion, your new Elementary Commissioner is giving you the opportunity to build up a paper of your own—truly your own. This, it seems to me, is a wonderful opportunity for you. The good things that you have done may be passed on to others and the good things that others have done you may use. It is an opportunity for the reorganization of the rural schools of the great State of California. This little paper should really become your second Bible. It is up to you to make it of real value.

FRESNO STATE TEACHERS COLLEGE.

C. L. McLane, President.

The Teachers College of Fresno welcomes with enthusiasm the advent of the California Exchange Bulletin in Rural Education. The word "exchange" in its title is no doubt significant as to its major aim and effort. This publication will afford the specialists in the field of rural

education, both in the teacher-training institutions and on the "firing line," a continuous medium for the exchange of ideas, materials, and methods heretofore lacking, except in the occasional conferences held in the principal centers of population throughout the state. It should wield a powerful influence in unifying the efforts of rural teachers along practical lines as well as stimulating interest and enthusiasm for their work as a permanent field of educational endeavor.

The teachers colleges of the state should find in such a periodical opportunities for broadcasting the latest developments in rural teaching and also find it a valuable classroom aid in the preparation and training of teachers in this particular field.

May the success of this new publication be commensurate with the opportunities and needs that the field affords.

HUMBOLDT STATE TEACHERS COLLEGE.

RALPH W. SWETMAN, President.

Three men were once working on a great building. A stranger asked each of the three the same question. "What are you doing?" The first replied, "I am working for five dollars a day." The second answered, "I am chiselling this piece of granite." The third said, "I am helping to build this beautiful cathedral."

If all the teachers of California were to reply to this question the responses would be similar. Some would be thinking of the money earned; some of the excellence of the individual work done; some of the cathedral of education that is being built in California.

The CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION can become one of the cathedral building influences in the state. Its success will depend on our interest and cooperation as teachers. Let us give the Bulletin our whole-hearted support.

SAN DIEGO STATE TEACHERS AND JUNIOR COLLEGE.

EDWARD L. HARDY, President.

I am confident that all of us who are interested in public education will respond gladly to the suggestion made by the Commissioner of Elementary Schools that a bimonthly publication, to be known as the CALIFORNIA EXCHANGE BULLETIN IN RURAL EDUCATION, be launched in November.

There is no doubt in my mind that Miss Heffernan has indicated the great essential in the conduct of her office in her selection of the rural school field as the one most important step in an effective attack upon the problem is the securing of the facts and dissemination of them. We can work together only when we have the facts in hand. Furthermore the Bulletin will enable Miss Heffernan to give us the benefit of her leadership simultaneously all along the line. For the reasons indicated and for many others I am sure that we shall all be glad to make the first issue of the Bulletin an event in the educational history of the state.

SAN FRANCISCO STATE TEACHERS COLLEGE.

ARCHIBALD B. ANDERSON, Acting President.

California, just as every other state in the Union, needs to have its interest stimulated not merely in rural education, but in agricultural conditions as well. I fear that most of us who live in cities and towns are woefully ignorant with regard to the vital importance of agricultural conditions as a part of our economic and social fabric. Any one who is following the news of the day and watching political developments in this country must realize that farm conditions in the United States are giving our statesmen and our political thinkers a good deal of worry. People in rural communities have never been in a position to organize as we who live in the large population centers. As a result they have had to take the short end at every point. They have been discriminated against or rather have never had due consideration

politically, economically, socially and eductionally. It is time that the American people were realizing that in the last analysis any permanent prosperity in this country must be predicated on healthy agricultural conditions.

For these reasons I welcome any forward-looking movement which will tend to improve rural conditions in California. I am also vitally interested in what you may do in this bulletin, because I feel that it may have value for our teacher-training institutions in indicating to us some of the specific needs which we will have to hold in mind in training teachers for the schools of California. More power to you and the best of success to your new bulletin venture.

SAN JOSE STATE TEACHERS COLLEGE.

H. F. Minssen, Acting President.

Workers for Rural Betterment, Greetings from the San Jose State Teachers College. We greet the teachers of the rural schools with the above caption because we want them to realize the true nature of their task. They should teach the school subjects thoroughly, and especially the common branches, but if through such teaching, they do not make some advancement in rural life, they will not be doing their full duty. In addition there is much more to the teaching of rural school than instruction in the subjects of the curriculum.

The enhancement of rural life is one of the most important problems before the American people today. The farmer is the man who provides the food for our hundred and ten million people. Despite the great migration from the farm to the city, our farming population is still more numerous than that of any other calling, and our farm exports continue to rank first.

The bimonthly bulletin of the State Department, we take it, is designed to help the teacher do her part as a worker for rural betterment. We advise all teachers to read it carefully. They are sure to gain much inspiration

and practical help from its pages. No better project for the improvement of education in California has ever been devised. After all, it is the rural teacher who has the greatest task to perform, and anything that can make her see its importance and feel the sacredness of her work is indeed a true inspiration. May the bimonthly publication grow and prosper!

SANTA BARBARA STATE TEACHERS COLLEGE.

C. L. PHELPS, President.

I have always thought that the rural school teacher has a peculiarly difficult task which requires greater adaptability than any other work I know. The handicaps of isolation, poor plant and equipment, lack of community support and the absence of professional contacts all contribute to the making of a very difficult situation for a teacher to face.

If something like the EXCHANGE BULLETIN can be directed to such teachers, it ought to have a very heartening effect. It is well worth while for the rural teacher to read once in awhile that other people are facing similar conditions and that occasionally they succeed in a very gratifying way.

The Bulletin will also give the opportunity for any individual who does something worth while to tell others about it.

I am sure that on the whole it will have a very excellent influence.

THE BETTER RURAL SCHOOLS CONFERENCE.

HARVEY L. EBY, Associate Professor of Rural Education, University of California, Southern Branch.

It has long been recognized that the weakest link in our system of public education is our rural schools. Because of the recognition of this fact, the rural schools have within recent years been commanding greater attention from an increasing number of people, both lay and professional. An agency in arousing such increased interest has been a series of public conferences on the problems that the rural schools face.

In speaking of the "rural" schools, we are not trying to drive a wedge between rural and urban schools, to split them into two wholly distinct systems. Instead, the apparent segregation is not for the purpose of differentiating them into separate systems, but rather for purposes of diagnosing rural school conditions, and, if possible, to isolate and to solve some of their more urgent problems. In general, all efforts to show that there are, or that there are not sharp differences between rural and urban schools, and between the kind of education needed by rural and city folk, seem futile and to miss the whole point. Even should it be agreed by all that there is no line of sharp demarcation discoverable between rural and urban schools, such an agreement would not serve to equalize the present unequal educational opportunities now found in the two types of schools. The question of differences between country and city schools is academic rather than practical, and holds little interest for us.

A problem exists in the rural schools to the degree that it is realized that such schools can be improved. Also, to the extent that urban schools are better than rural schools, to that extent there is a rural education problem. California ranks first in education among the forty-eight states of the nation. But California does not hold this rank because of its excellent rural schools. Indeed, there is some

evidence to show that the rural schools of our state rank below the rural schools of a number of other states.

In February, 1924, the Department of Superintendence of the National Education Association, at its meeting in Chicago, passed the following resolution:

"We recognize the rural-school problem as one of the most important and difficult in American education. It is a fundamental problem in American life. It is a question that concerns the people of the city as vitally as it does the people of the country. We solicit the interest and cooperation of every organization and of men and women interested in rural-life betterment to the end that the permanence, prosperity, and happiness of people in rural communities may be insured."

This resolution presents both a challenge to undertake a most difficult problem, and suggests a method of solving it. The difficult problem is to provide an abundant and adequate rural education, and the method of solution is to arouse the interest and secure the cooperation "of every organization and of men and women interested in rural-life betterment."

In response to this challenge and in harmony with the method therein proposed, a preliminary "Better Rural Schools Conference" was called May 26, 1924, by the Division of Rural Education of the University of California in Los Angeles. An immediate result of this preliminary conference was to issue a unanimous call for another conference to be held in two sections, one at the University of California in Los Angeles, and the other somewhere in northern California, the State Board of Education and the University of California, Southern Branch, cooperating in such call.

Since the first preliminary conference there have been, in all, five Better Rural Schools Conferences of more than local interest. These were: San Francisco, State Teachers College, July, 1924, and the University of California, Southern Branch, August, 1924, called in response to the preliminary conference; Fresno State

Teachers College, November, 1924; University of California, Southern Branch, August, 1925; and University of California, Southern Branch, July, 1926.

The principal functions of the Better Rural Schools Conference are:

1. To furnish a forum for a consideration of the specific problems of the rural schools;
2. To bring about greater cooperation and unity of effort among the several organizations, institutions, and groups of persons interested in and working for better rural schools;
3. To attempt to locate and define the more important rural school problems;
4. Through effective organization to undertake to solve the outstanding problems in rural education;
5. To evaluate the solutions offered and the plans proposed to improve the rurals, in order to evolve an effective and practical program for rural school improvement; and to devise ways and means of putting such program into operation.

How well the first of these functions has been met by the Better Rural Schools Conferences at the University of California in Los Angeles, may, in part, be seen from the scope of the topics discussed at such conferences. The list of topics follows:

1. The need for rural teacher training.
2. The nature of the training a rural teacher should have.
3. Rural teacher training at the University of California, Southern Branch.
4. The obligation of the state for rural teacher training.
5. What a rural community may reasonably expect from its school.
6. Planning the rural school grounds.
7. Equipment for rural school playgrounds.
8. The rural school building.

9. Selection of rural teachers—whose function is it?
10. The daily schedule of the small rural school.
11. Relation of the teacher, supervisor, and school trustees.
12. Relation of rural community organizations to the rural school.
13. Living conditions of rural teachers.
14. Rural school supervision.
15. Rural health and the rural school.
16. Rural life and rural education.
17. Rural Parent-Teacher Associations.
18. Boys' and Girls' Club work in rural schools.
19. Rural School Trustees.

The great urge of the rural school problem has interested a large number of organizations, institutions, and groups of persons in rural school welfare. Each and all of these have severally been doing excellent work in the interest of better rural education. But the method of separate attack on the rural school problem by these several organizations has frequently resulted in little or no progress being made in the improvement of rural schools. Experience has taught us that what is needed is a concerted, coordinated, cooperative forward movement, according to some program collectively agreed upon toward the solution of the problem of rural education.

And this brings us to the second function of the Better Rural Schools Conference, "to secure greater cooperation and unity of effort among those interested in better rural schools." It is not the purpose of the Conference to limit these several organizations and groups of persons in their efforts in behalf of the rural schools, but rather to render such efforts more effective through an analysis of the problems, and by outlining the most urgent rural schools needs. Neither is the purpose of the Conference to supplant such organizations. The only aim of the Conference is to provide a means through which they may pool efforts at the point of their common interests. The Better

Rural Schools Conference was instituted to bring together these several groups only so far as they are each concerned in the rural schools.

The success with which the second function has been filled is indicated in the following list of persons, institutions, and organizations that have responded to the call and have been represented in the deliberations of such conferences:

1. State Superintendent of Public Instruction.
2. State Board of Education.
3. County Superintendents of Schools.
4. District Superintendents of Rural Schools.
5. Rural School Supervisors.
6. Teachers and Principals of Rural Elementary and Secondary Schools.
7. Rural School Trustees.
8. California Congress of Parents and Teachers.
9. California Federation of Women's Clubs.
10. California Farm Bureau Federation.
11. Agricultural Extension Service.
12. County Boards of Education.
13. County Libraries.
14. County Chambers of Commerce.
15. County Health Departments.
16. State Teachers Colleges.
17. The University of California in Los Angeles.

The third function of the Better Rural Schools Conference is "to locate and define the rural school problems." It is not the purpose of this article to enumerate these problems. They will be found to concern themselves in general with: (1) rural school organization; (2) rural school buildings and equipment; (3) the curriculum for rural schools; (4) rural school supervision; (5) the use of standard tests and measures; (6) rural teacher training; (7) the improvement of rural teachers in service; and (8) rural school and community relationships.

As a practical illustration of problems to be met, let us cite the following case: California is greatly interested in the Colorado River Project. Upon the realization of this gigantic piece of engineering, and even before its completion, there will be placed on the rural schools of Southern California a very heavy strain to adjust themselves to the greatly increased needs and demands that the large influx of rural population will make upon such schools, as soon as the act making the undertaking possible has been authorized by Congress. It is not too early to begin constructive measures to anticipate the problem that will be thrust upon the rural schools at that time, such as an economical and efficient unit of rural school organization and administration, adequate school housing, a curriculum adapted to the new needs, a properly trained corps of teachers to meet the new conditions, and sufficient school revenues to insure proper school facilities to the increased number enrolled in the rural schools.

Since no more than a beginning has been made in satisfying function three, "to locate and define the rural school problems," little progress can be reported in meeting function four above, "to undertake to solve the outstanding problems in rural education, through effective organization." The principal progress so far in regard to this function consists mainly in having formed an organization of interested persons in the field of rural education. The organization needs to be differentiated and refined to take up the work of solving the rural school problems, by the setting aside of special and proficient committees to study the several problems and to report their findings. Also, because of the newness of the plan of the Better Rural Schools Conference and because of the largely lay and volunteer nature of its membership, the work of such conference has been confined principally to educating and informing the public as to the needs of the rural schools.

In order to realize functions three, four, five, and six above, a certain amount of money and professional workers will be necessary. These will undoubtedly be provided

when the urgency of the problem is understood. But more important than the need for money or for professional workers is the need for a wider and more thorough understanding among the people themselves of the social significance of the rural school problem. An extension of the Better Rural Schools Conference into the several counties and sections of California will serve to give the people of the state that wider and more thorough understanding necessary to make the rural schools truly efficient and to fulfill their real social function.

In the matter of extending the Better Rural Schools Conference to the several parts of California, there may well be three type organizations: (1) a local or county organization; (2) a district conference, including a number of counties; and (3) a State Conference. San Diego County has already organized on the plan of the Better Rural Schools Conference of the University of California in Los Angeles. The district conferences might well center around the several State Teachers Colleges. A start has already been made in this respect in the Better Rural Schools Conferences called at San Francisco, Fresno, and San Diego State Teachers Colleges. Private colleges and universities should be invited to participate, and to the degree of their several interests, to organize Better Rural Schools Conferences in their respective communities or sections of the state. There should be a state organization to coordinate and to support the work of the several district and county conferences. In order to make the State Better Rural Schools Conference the most effective body, it should, perhaps, consist of official delegates from the county and district conferences.

The refined internal organizations of the several Better Rural Schools Conferences is a matter to be worked out through experience and the nature of the demands made upon such conferences. Whatever the final form of organization may be, there should be a fact-finding, or research committee, as an integral part of ech organization, to undertake studies under official and professional

direction, and to report its findings from time to time to the Conference, with a view to arriving at a practical program of rural school improvement.

But the matter of a particular form of organization is not the most sacred thing in the program of solving the rural education problem. The only thing that really matters is the improvement of the rural schools. If that end can be accomplished more readily by some other means, then such measures should be adopted in preference to the plan here proposed.

SEND IT IN.

If you have a bit of news,
Send it in.
Or a joke that will amuse,
Send it in.
A story that is true,
An incident that's new,
We want to hear from *you*—
Send it in.
Never mind about the style
If the news is worth the while,
It may help or cause a smile,
Send it in.

—*Exchange.*

THE PURPOSE OF THE BETTER RURAL SCHOOLS CONFERENCE.

H. S. Upjohn, Assistant Superintendent, Los Angeles County Schools.

Arland D. Weeks of North Dakota University, in his pungent little book on "The Psychology of Citizenship," says:

> "The intellectual capital of the world consists largely of people's interests * * *"

He then borrows from a writer who ventures the following list of the great "interests" of Americans, which we have modified somewhat:

> (1) smoking; (2) personal apparel; (3) sports; (4) the "movies"; (5) cards; (6) dance and jazz; (7) newspaper sensationalism and "funny" pages; (8) prize fights; (9) automobiles, and (10) speculative investment.

He goes on to quote from the *Independent* of April 17, 1913, to the effect that for every 100,000 Americans interested in the foregoing matters there are probably less than 5000 interested in politics and 1000 interested in education. We wonder what the figure would be for those interested in rural education.

Nevertheless, there is a developing interest among an increasing number in rural education. This is coming to pass because of the growing consciousness that a democratic people can not make lasting social gains except as the whole people moves ahead at a uniform rate.

It is somewhat as if a train of cars were struggling up grade, the foremost coaches bearing big city children, the middle coaches carrying town and village children, while box and flat cars in the rear kept the rural children from being left behind altogether. The front cars might be pullmans and the middle cars day coaches with plush seats, but the power from the engine must be applied equally to them all or they would all stand still.

Is it not natural to suppose, however, that the children in the box cars or on the flat cars would harbor a secret desire and purpose to preempt a seat in the forward pullmans whenever his opportunity came? And would there not come to pass a great pressure for seats in the cars ahead? If the analogy be pressed for a suggested solution, the natural one would seem to be to attempt an equalization of attractiveness among all the cars on the train.

Rural life has real advantage over city life and city life has real disadvantages over rural life. But the city folks have the better press agents and do a lot more talking about their advantages. It would be interesting to note the result if country life were genuinely advertised for a time. On the contrary, the final balance is cast not by advertising but by experience. It is clear that the rural schools are being short-changed by society at the present time.

If a social law of compensation is at work and if, sooner or later, society must pay all its debts, as individuals must in one way or another, it is well to attempt to find ways and means for preventing bankruptcy proceedings.

On my way home from the Superintendents' Convention at Lake Tahoe I turned aside from the main highway near Bakersfield to visit a friend who has been farming for cotton and grapes for many years. He explained how difficult it is to be enthusiastic about the game, when all costs considered, it requires 17 cents to produce a pound of cotton at a time when the market yields the farmer 13 cents.

He might also have mentioned the handicap of such country children as have to attend a school with an enrollment of 14, in all eight grades, with six first year pupils speaking four different languages, all taught by one teacher who has been obliged to come to the country at a smaller salary because she had not the ability to hold her position in the city.

A person with a heart who hears this story at once looks at his neighbor and asks, "Well! what can *we* do about

it?" And his neighbor looks wildly about and answers, "Indeed! what *can* we do about it?" To which echo answers faintly, "Yes! what can we *do* about it?"

The question will never be answered satisfactorily until more people with culture and means, and therefore with influence, are drawn to the country for residence purposes. Consolidation will help, improved teacher training, supervision and elevated standards of certification will help, better roads and transportation will help, an increase of assessed valuation in country districts brought about by higher prices for farm products will help, the radio, the rural mail service, the telephone, the improved rural business center will help. But only one condition will bring a final solution and that is more children per square mile. In other words, there must be found a way to equalize the distribution of population as well as the distribution of wealth before the big problems will begin to dissolve.

There seems little hope of such a consummation at the present moment. We little know what is soon to come to pass. Perhaps Henry Ford's flivver of the air may do it. Perhaps a wider appreciation of the value of all around experience in the life of the individual may do it. Perhaps the following quotation from "The Lancer," a column in the Los Angeles *Times,* may indicate the way in which it may come to pass:

> "MARY AND DOUG.
>
> "All little jokes aside, Douglas Fairbanks and Mary are wise in planning a home in the Santa Fe Ranch.
>
> "I look to see the day when the days of the old Spanish haciendas will come back again; when California will be dotted from one end to the other with ranch homes. That is the way to live.
>
> "In these days of automobiles, there is more of a practical reason for the charming life of the haciendas than in the days of the dons. People huddle together in cities only through habit. With their brains and resources and hunger for beauty, Doug and Mary will

probably rediscover for us what California is all about."

When the whole population have passed through the filter of city life a saner view of values and opportunities may come to pass.

At least it is necessary that a group of interested persons should keep alive the considerations and investigations related to a problem of such increasing social significance.

That is the purpose of the Better Rural Schools Conference. It should become a statewide movement and should draw to its ranks our foremost social philosophers, as well as a large number of lay and professional individuals who see in it an avenue for creative endeavor.

SOME IMPRESSIONS FROM THE THIRD ANNUAL RURAL SCHOOLS CONFERENCE.

CLARA H. SMITH, Director of Rural Education, Ventura County.

This conference was held at the Southern Branch, University of California, July 8 and 9, 1926. Its value to the worker in the field was threefold.

1. *A change in point of view.* The conference called together various agencies who were interested in different phases of rural life. Too often the specialist lacks perspective. He sees merely the needs of his department. Naturally he discusses educational problems in terms of his experiences and his training. When he listens to other specialists, if he is fair and open minded, he is bound to recognize that education does not consist merely in learning subjects, but that it is a process brought about by environment. One function of the field worker is to help change the environment in order to make for better educational opportunity. "Sound bodies are necessary for sound thinking," said the proponents of school hygiene. This may be true, but physical handicaps and unhygienic schoolrooms are frequently overlooked in shaping our educational programs. Just what is being done in Los Angeles and in San Diego counties was related by their health officers and school nurses. These messages were stimulated to neighboring counties and gave courage for further effort toward promoting health education.

2. *A sense of solidarity.* The late Dr. Boone has said that the one institution in which the people believe is the public school. This statement was verified at the conference. There were delegates from the Parent-Teacher Associations, from the Farm Bureau, from the Chamber of Commerce, the Press, the Library—twenty-two agencies in all that contribute to rural betterment. Several of these bodies had representatives who participated actively in the discussions. With this sort of backing the school men and school women no longer feel alone in their efforts

to get better rural school conditions. They know that with sane leadership they are sure of worth while results, because public sentiment is not divided.

3. *A plan for reconstructing rural education.* In order to know how to plan for the future, this conference with others that have preceded and are to follow, gather data. This data is not statistical, but may be stated thus: What do the rural children need? What are the demands of the rural community? It is a truism to say we are in a changing world. Yet courses of study are strangely like those of a quarter of a century ago.

Superintendent Richmond explained in some detail supervision as it is carried on in Kings County. Here is evidence of a progressive program, of a putting into practice the principles upon which modern education should be based. The needs of the body are recognized. The work of the director ranges from decathlon and athletics to supervision of hot lunches and correct habits of living. Training for leisure is promoted by music supervisors. Back to the soil movement and interest in farm vocations is fostered by a director of agriculture. Training in fundamentals is in charge of primary supervisors. These are not all, but indicate the trend of education in that progressive county. The conference was a stimulus to the field worker. At the same time it caused him to recognize that he was only the servant of the public; that the schools are not "his" schools, nor "her" schools, but "our" schools; that all organizations have a right, and it is their duty to participate in making "better schools."

CALIFORNIA RURAL SUPERVISORS HOLD SIGNIFICANT CONVENTION AT LAKE TAHOE, OCTOBER 4th TO 8th.

BEULAH M. HARTMAN, Secretary-Treasurer, Assistant Superintendent, San Bernardino County.

The Rural Supervisors Association of California met in conjunction with the State Superintendents' Convention at Lake Tahoe, California, October 4 to 8, 1926.

Mrs. Ethel Ward, of Shasta County, president of the association, called the meeting to order and extended a hearty welcome to all attending, expressing her appreciation of the large representation. She asked that the meetings be very informal and that every one feel free to take part.

Minutes of the Pasadena meeting were read by the secretary-treasurer, Beulah M. Hartman of San Bernardino County, followed by the treasurer's report.

It was moved and seconded that the minutes stand as read and that the treasurer's report be adopted.

Before beginning the formal program, the president asked each one present to introduce himself, giving his name and the name of the county he represented. Twenty-seven supervisors from all parts of the state responded.

A hearty applause greeted the announcement that Miss Heffernan, Commissioner of Elementary Schools, was the first speaker of the afternoon.

Miss Heffernan was formerly supervisor in Kings County. We have met Miss Heffernan at all meetings of the association in which she has taken an active part and have come to know her. Supervisors throughout the state rejoiced to have one of "their own" chosen for this high honor.

Miss Heffernan outlined the reorganization of the association as follows:

"My suggestions for the improvement of this association include four major propositions. Because of the mag-

nificent distances represented by Imperial and Siskiyou, by "Sierra to the Sea," it is physically impossible for this association to have frequent meetings. It should be the policy of the organization to promote the development of subsidary groups throughout the state. Provision may be made in the constitution of the association whereby small groups of rural supervisors may organize as sections of this central body. Fifteen or twenty supervisors meeting monthly or quarterly, organized to follow courses of investigation and to report at the annual convention of the progress made, would do much to define the practical work in the field. Several groups of this kind have been organized with remarkable results. Personally, I am familiar with the results secured through this type of organization by the San Joaquin Valley Rural Supervisors' Association and if I discuss the work of this group, it is not because I am unmindful of the splendid contributions made by other groups elsewhere, but simply because I am more familiar with the problems and accomplishments of this group.

This organization has been in existence for three years. Supervisors from Fresno, Madera, Merced, Mariposa, Kings and Kern counties are members of the group. This group meets three or four times a year at the call of the president in various centers. During the past two years meetings have been held in Fresno, Madera, Hanford and Bakersfield. Besides giving these people of similar interests an opportunity to discuss their problems, a splendid spirit of comradeship has developed which contributes to each meeting an atmosphere which is better felt than described. Anyone who has attended one of these meetings will agree that they give the impression of 'something accomplished, something done.'

Two accomplishments of this group are worthy of mention by way of illustration. In the year 1924-1925, the organization took as its problem for research, a study of ways and means by which greater cooperation might be

secured between the Fresno State Teachers College, which serves that section, and the practical workers in the field. As a result, a plan was developed for the actual training of student teachers in real, rural school situations. This plan has proven its practical value and is now in the second year of its use in Fresno, Madera and Kings counties.

The plan included provision for professional courses to be offered in the fields to the students in training but these courses were of such a nature as to be of equal value in promoting the professional growth of the teachers in service.

It may be of interest to you for me to quote some figures on the courses in Kings County, where this phase of the work was under my direction:

	Teachers Enrolled	Student Teachers	Hours
Rural School Problem	37	(6)	1,332
Teaching Reading	54		1,944
Intermediate Methods		(2)	72
Classroom Management		(6)	216
Elementary School Curriculum	30		1,080
Total			4,644

In 1925-1926, another line of research was undertaken by this group. The introduction of the cotton industry into the San Joaquin Valley has resulted in an influx of seasonal laborers. The problem of providing educational opportunities for an ever shifting foreign group is perhaps one of the most complicated which can be imagined. This organization has studied the problem and has produced a sixty-page bulletin rich in suggestion for the instruction of this group. This plan has been adopted by the counties in this section and will without doubt contribute largely to the accomplishment of real results in the seasonal schools.

It is impossible to do more than to indicate the valuable work which may be accomplished by such an organization. Groups such as the one I described have been organized in

Chico, Los Angeles and San Diego, and I hope we may have an opportunity to hear of their accomplishments during this conference.

Important as these efforts may be, their values will be little more than local unless they can be organized as tributary members of a central body which will assume the responsibility for the compilation and publication of the scientific findings in the field.

Another type of subsidary organization is represented by the 'Better Rural Schools Conference' established in the University of California, Southern Branch, by Dr. Harvey L. Eby. The membership of this organization is inclusive of rural teachers, principals, supervisors, teachers' college teachers, members of service clubs, patrons, and in fact, all interested in the problems of rural education. Rural supervisors might well undertake the planning of county conferences along this line. The county conference held in San Diego last spring was a lusty offspring of the parent stem. This conference proved of such value that a second meeting on September 24th was held. Provision for the extension of such conferences should be made by the association and data of help in planning such conferences should be made available to all its members.

My second proposition for the improvement of our association is the amendment of our constitution to provide for the creation of a Research Department in the association headed by a member to be known as the Director of Research.

Many pertinent problems such as: An analysis of the rural supervisor's job as a basis for determining minimum training; the supervisory program; problems involved in teacher rating are suggested as requiring attack through a research department.

The third means for developing this organization is thru the appointment of standing committees.

One branch of our development has been seriously

neglected by our failure to provide for necessary publicity. The people are entitled to know the objectives, achievements, and needs of rural supervision. This organization and its individual members in the field must accept the responsibility to give the information to which the public is entitled. It is important to take the public into our confidence if we are to develop public confidence in our work. Why is it so difficult to obtain for rural districts that type of organization which has proved to be so successful in urban centers? It is because the people do not understand. It is because we have not been able to interpret the school program to the public.

Rural supervision has its foes. Conservatives in country districts are opposing it on the basis of economy. But the opposition will lose its strength as rural supervision demonstrates its value. These values must be interpreted to the people so that they will understand. We can not hope to progress unless the people realize that we are functioning in a manner which is indispensable to the welfare of rural children. Local newspapers and the state educational journals will welcome material of this type. Rural supervision may suffer a serious setback unless a concentrated effort is made to carry your community with you in your supervisory programs. It is my urgent recommendation that plans for valuable publicity should emanate from a publicity committee of this organization.

A legislative committee could serve to provide for the introduction of legislation to raise the standards of our profession. Rural supervisors attend this convention at their own expense. Legislation to provide for the call and financing of this convention is needed. Such a committee could represent this organization and take an active and progressive part in educational legislation having to do with consolidation, curriculum and certification.

A membership committee to increase the active membership of this group until it includes every person engaged in rural supervision in California is essential to the extension of the progressive principles for which the organization

stands. An invitation to membership may well be extended to the county superintendents, for if a county superintendent has not the duties of a rural supervisor in addition to the 57 other varieties of duties which he enjoys, my observation of county superintendents in action has been faulty.

My fourth suggestion has to do with the extension of the idea of the EXCHANGE BULLETIN. I should like to have it a monthly bulletin sent to each rural supervisor in California. I offer the services of the office of the Commissioner of Elementary Schools in handling this problem. Excellent material, plans for supervisory programs, county surveys and experiments with new instructional material developed by individual members will then be available to every supervisor in the state. The plan followed by the Division of Immigrant Education is one which might be followed by this group in developing a similar exchange bulletin. This is the professional journal of the Americanization teachers of California. A member of the organization has outlined the plan for me and in case of the adoption of this recommendation, I believe it would be well to investigate the method by which this bulletin is handled.

My recommendations for the improvement of the association are presented for your criticism. To recapitulate, four recommendations have been made:

1. Development of subsidiary organizations.
2. Establishment of a Department of Research.
3. Appointment of standing committees handling: publicity, legislation and membership.
4. The Exchange Bulletin.

Discussion of the feasibility of these recommendations will be welcomed.

This organization has tremendous significance in regard to the increase of the scope of rural supervision and as a means of professional growth of rural supervisors.

In a recent bulletin issued by the Los Angeles School Department, Miss Ethel Salisbury says: 'Continuous

growth is the keynote of modern education, not only for the children but for the individuals of the teaching and supervisory staffs. This is not so difficult for the young and inexperienced teacher, for she is constantly aware of her inadequacies in various situations and the need for adding to her meagre equipment. But it is a little more difficult for the experienced person who has attained the required skill for successful teaching to realize the necessity for forging ahead. What shall she do to keep the work from becoming routine?'

A supervisor should be undertaking some specific problems which give meaning and direction to his work. Nothing could be more stimulating to professional growth on the part of the rural supervisor than a cooperative attack with other members of this association on some outstanding problems in this field.

Powers tend to atrophy from disuse. Activity is the royal road to development. Your potential possibilities are unlimited. The field in which you are working is virgin soil. In the words of Tennyson:

> 'All experience is an arch
> Where through gleams that untraveled world
> Whose margin fades forever and forever when I move.'

It is true that new horizons are forever appearing as we move.''

Following a general discussion, it was moved and seconded that the association adopt this plan of reorganization. The vote was unanimous.

Committees were appointed to revise the constitution and organize subsidiary groups through the state.

The personnel of the committees are as follows:

General Chairman of the Committees on Constitution and Subsidiary Organizations	Jack Byfield, Kern County
Southern Section	Melvin Neel, Los Angeles County.
	Eva D. Edwards, San Bernardino County.
Bay Section	Mr. T. McDaniels, Monterey County.
	Miss Jane Ward, Alameda County.
	Miss Norma Pierce, Napa County.
Central Section	Mr. Jack Byfield, Kern County.
	Mrs. C. N. Thomas, Merced County
Northern Section	Mrs. Ethel Ward, Shasta County.
	Miss Emily Rothlin, Lassen Count

Miss Beulah Hartman of San Bernardino spoke briefly on "Cooperation Among Rural Supervisors." She expressed her disappointment over the failure of the EXCHANGE BULLETIN to function, due mostly to the lack of a definite organization. She heartily endorsed the plans outlined by Miss Heffernan.

The meeting was in every way informal and general discussion relative to the committee work was in order. It was late afternoon before it was moved and seconded that the association adjourn till the following afternoon (Tuesday), the morning to be spent in the Superintendents' Convention, County Superintendents' section.

The meeting of Tuesday afternoon, October 5, was called to order by the President, who then introduced Mrs. Alice Martin of Alameda County, whose subject was "Problems in Primary Education."

Rural supervisors who know Mrs. Martin or who have met her at conventions, realize that in her we have a very good and helpful friend. Her enthusiasm is very contagious. It was with great interest we listened to her many helpful suggestions.

She pointed out the opportunity rural supervisors have in furthering the training of teachers in service; that problems in all communities are in a measure fixed and the same, as a state, but with each locality there is some variance. All supervisors come in contact with (1) teachers (2) home (3) children.

Mrs. Martin presented a well-planned course of study in pre-primer work. This course has been adopted and is in use in Alameda County.

This material was considered of such fundamental importance to the workers in the field that provision has been made for its publication in the EXCHANGE BULLETIN.

Miss Winifred Van Hagen, Acting State Supervisor of Physical Education, was the next speaker. Her subject was "The Rural Child and His Physical Education Program."

Miss Mary Davis of the State Board of Health in the Bureau of Hygiene gave an interesting address on "Health

and the Rural Supervisor." She emphasized the importance of child welfare and the need of a definitely organized program in the schools. She spoke of the opportunity the rural supervisor has in forwarding this program.

Miss Emily Rothlin of Lassen County gave a detailed account of how Lassen County carried out, without cost to the county, a well-organized health program. Miss Rothlin promoted, helped organize and supervised this program.

It was moved and seconded that the president write Miss Rothlin a note of commendation as coming from the Rural Supervisors' Association in appreciation of her services to her community.

Committees on Nominations and Resolutions were appointed.

Nominations of Officers:

Mrs. Lennice Eyraud, Chairman ..... Kern County
Mr. Walter Bancroft ..... Modoc County
Mrs. Alice Martin ..... Alameda County
Mrs. Esther Kavanaugh ..... Imperial County

Resolutions Committee:

Miss Eva D. Edwards, Chairman ..... San Bernardino County
Miss Esta Aulman ..... Tulare County
Mrs. Eddie Rae Long ..... Tehama County
Mr. D. F. Tuttle ..... Fresno County
Mr. G. Imel ..... San Diego County

As Wednesday had been planned as a visiting day, it was moved and seconded that the association adjourn, to meet again on Thursday, October 7.

Wednesday the management of the Tavern arranged for the convention a delightful boat trip around the lake, stopping at several points. This was thoroughly enjoyed by every one.

Rural supervisors, county and city superintendents and all who attended the convention had for several days been admiring the art display of Kern County, for which Mrs. Lennice Eyraud was responsible. The work of this exhibit demonstrates the outline Mrs. Eyraud has made and which is under discussion for state adoption. Mrs. Eyraud responded to the hearty greeting accorded her and explained in detail the work which was on display. Copies of this manual were distributed to all present.

"My Ideal Language Book" was the way in which Miss Esta Aulman of Tulare County presented her paper on Language in the Elementary Schools. We hope that some day Miss Aulman will write this ideal book.

She sketched for us in part what she would use as a "core curriculum" for this book and its many possibilities of expansion in a maximum requirement.

A general discussion followed that evidenced opinions on the amount of formal grammar that should be included in the elementary grades.

A general thanksgiving greeted the announcement by Miss Eva D. Edwards of San Bernardino County (who was the next speaker) that she had, with the aid of Dr. Kyte of the University of California, planned and organized what she considered a workable one-teacher school program, and had a few copies with her for distribution. Miss Edwards fully explained the program and took up the allotment of time in each grade.

Several points brought out a discussion, but it was generally conceded very workable. Rural supervisors throughout the state will be interested in this excellent piece of work. (Miss Edwards' excellent work will appear in the next issue.)

Will C. Wood, State Superintendent of Schools, talked briefly on supervision, how it is furthering the training of the teacher in service and raising the standard of the rural schools.

He encouraged the association in holding its meetings in conjunction with the county and state superintendents and was pleased with the interest taken by the members of the association, as he realized that it was at their own expense they attended. He felt sure that in the future our expenses would be taken care of by our county superintendent, as he planned on asking them to add this amount to our expense account.

Mrs. R. L. Cardiff, representing the State Parent-Teacher Association, gave a most excellent talk on her work in the rural schools.

The Nomination Committee reported on the election of officers for the coming year. Mrs. Ethel Ward of Shasta County was reelected president and Beulah M. Hartman of San Bernardino County was reelected secretary-treasurer. The report of the Resolutions Committee followed.

RESOLUTIONS.

We, the members of the Rural Supervisors' Association of the State of California, assembled in annual session at Lake Tahoe, submit the following resolutions:

No. 1. We wish to thank the management of Tahoe Tavern for the many kindly things they have done for our comfort and pleasure, as well as the never-failing courtesy that has been shown us.

No. 2. We thank our State Superintendent of Public Instruction, Will C. Wood, for making arrangements for our meeting place here at Lake Tahoe and for making it possible to have our meetings in conjunction with the County, City, and District Superintendents of California.

No. 3. We suggest that the secretary be instructed to send in the name of the organization a vote of appreciation to the State Board of Education for the selection of Miss Helen Heffernan as Commissioner of Elementary Schools of the State of California.

No. 4. We extend to our president, Mrs. Ethel Ward, our appreciation for her work in preparing the excellent program for our state convention.

No. 5. We believe that the best way to meet criticism of rural supervision is to furnish more supervision.

No. 6. We wish to express to Mrs. Lennice C. Eyraud, Art Supervisor of Kern County, our hearty appreciation of the time and effort she had expended in bringing to us this most excellent art exhibit, together with the plans of work which she has most generously distributed among us.

No. 7. *Resolved*, That in the death of Mamie B. Lang, Commissioner of Elementary Education, we have lost an inspiring educational leader and friend; be it further

Resolved, That the Rural Supervisors' Association of the State of California, now assembled in annual session at Lake Tahoe, send to the members of her family a copy of this resolution as an expression of our appreciation and sympathy.

(Signed) Eva D. Edwards, Chairman.
Esta Aulman,
Eddie R. Long,
David F. Tuttle,
John G. Imel.

It was moved and seconded that the convention adjourn to meet the following year in conjunction with the State Superintendents' Convention.

THE COURSE OF STUDY IN RURAL SCHOOLS.

ADA YORK, County Superintendent of Schools, San Diego County.

It was Emerson who said that life is a festival only to the wise. With many of us life has become a task. Each morning when we wake, we are faced by the demands of a busy program. Too many duties stare us in the face, too many appointments to be met, too much correspondence awaiting answers. Life has become an unending round of claims for attention and at night when too tired to be decently civil to our relatives and friends we go to bed. Sometimes we have an overwhelming sense of the futility of this mad rush. Like Alice in Wonderland, we are running as fast as ever we can in order to stay where we are.

You recall that David Grayson wrote some fifteen years ago those charming "Adventures in Contentment," and he told us that not until he had fallen by the wayside in the breathless racing to keep up with life did he have the good sense to undertake these adventures far from the madding stream of city life.

Schools have become fatally imbued with this tensity of life as all other institutions of society. The little children under the urge of the teacher, the teachers under the urge of the supervisors and superintendents, these supervisors and superintendents goaded on by the lash of competition doing their utmost to prove their value to Boards of Education and to their ultimate employers—the public—all are bowing to the dictates of a formal statement of demands, that in technical nomenclature is called the *Course of Study.*

The ends and aims of school education have been mapped out as seven. The lines leading to the great objectives run in California through twelve statutory subjects with the possibility of three additional studies prescribed by the local board of education, 50 per cent of the time to be devoted to the fundamental language studies and to arithmetic.

There are 58 counties in this great state. Each county board prepares the manual for the elementary schools—for schools outside of the cities governed by boards of education. Is there in one of these manuals a distinctly rural school course of study? In our own county, San Diego, we have seven cities outside of San Diego; cities of the sixth class, all with sufficient school enrollment to have the city school technique—that is, the grading of pupils, carried over in some instances to the A and the B group.

The course of study for these pupils might just as well be that prepared by the board of education for the city of San Diego. There is really no reason that these children should not have the same outline, the same books, and the same type of guidance as the children of the larger unit. Instead, they follow the course made by the County Board of Education: a carefully graded assignment, made in adherence to the requirements and provisions of section 1665 of the Political Code. But here is a duplication of effort. The energy of two groups of persons spent where that of one is really quite sufficient.

Now, we have outside of these centers of learning (those small city and town schools) some 5000 children in the open-country schools. In some instances we have elementary union schools where it is possible to have grading of pupils to a limited extent: four grades in a room, or three grades in a room, or two grades in a room. Here, the same course of study is used without unsurmountable difficulty. But what about the single-teacher schools: forty-six of them—where there are all the grades with sparse representation—possibly three children in the eighth grade, five in the sixth, and eleven or twelve in the primary grades? This is the situation where the Manual with its graded outlines and its specific assignments gives the teacher *anguish* of mind. This mental attitude is reflected in her dealings with her pupils; and if these particular schools succeed in being happy places where the children love to gather for their daily tasks, it may be charged up to

natural love of life on the part of youth, and not credited at all to the joys of learning.

We hear much about the conservation of youth power. We hear also about the development of right attitudes; that school is life; that all living that counts is the correct reaction to our human relationships, the paying of our debt to society.

Every school is a bit of life. Here are gathered together these young citizens. Their obligation is to get the fundamental processes of learning so that they later may play their part in the adult world. Solomon adjured men in those far-away days when he lived and philosophized to get *wisdom* and *understanding.*

If life, this precious gift, is a festival only to the wise, does it not behoove us to guide our boys and girls in their school life so that they shall lose not a single day of their rightful happiness; that life may be joyful; that they may see the meaning of what they learn; and that school may be indeed an attractive place where character is developed, where initiative and independent thinking make each morning another opportunity for new adventures in learning and living.

Are not these country schools the most natural environment in which to cultivate the new school movement? How long are we in the public schools to wait before we give to our boys and girls the opportunities that private schools are presenting to children: freedom to develop naturally, interest the motive of all school activity, close cooperation between home and school, contact with community life, guidance to self-expression, individual training and appreciation of the duty of self to the group? Why should not each little country school be living the David Grayson philosophy: the achievements of daily Adventures in Contentment?

The new school movement is of course not new. It was Dr. Burk who said the individual system was invented by Adam. He said further "that the individual system was

an educational system based upon the biological principles that no two individuals are enough alike to be identically educated, that the chief business of schooling is to stir into activity the personal initiative of dominant native forces and has only little to do with putting information into cold storage as the class system does."

Now, I would propose that the County Board of Education adopt for the city schools under their jurisdiction the course of study that is working in the city, and let the small cities and towns be governed thereby. Junior high schools are not found outside the big city, but we should be agitating their establishment as a part of the union high school program, and turning over to the high school the seventh and eighth grades.

The County Board of Education, being freed from making a detailed course of study for the city schools, could turn their attention to the making of assignments for all of the children of all of these rural schools. They could block out in a large way the minimum essentials for graduation from the grammar grades into the secondary schools; the fundamentals in—

Arithmetic
English (Spelling, Composition and Grammar)
Penmanship

Content Subjects:
- Geography
- History
- Nature Study

Expression
- Music
- Art

Practical Arts
- Home Economics
- Manual Training
- Farm Mechanics

Grouping all the prescribed work under the three heads:

Drill
Content
Expression

Let us adopt a new definition of the term fundamental subjects. At present, we apply that designation to the drill subjects, which only equip the child with the tools of learning. If the chief end of schooling is to train our children to live "The Abundant Life" then may we not think of the fundamental subjects as those that develop the pupils physically, vocationally, æsthetically? Music, Art, Hygiene, Nature Study, Humane Education—these certainly are fundamental to our appreciation of the opportunities afforded us by life for self-expression.

In going into an ungraded school, the teacher would be furnished with this list of minimum essentials. It is the skeleton, the bony framework, which she, through her magic is to clothe with flesh and blood, and breathe into it the breath of life.

Excellent books should be suggested for reading and study, the newest thought set forth by the best minds among the profession, the best of modern texts from which to gather academic information. Above all, the source of material for children to draw from should be a continuous, ever-flowing stream; new books, fresh viewpoints, periodicals, pictures, nature study specimens, drawings, prints, maps, charts, films, phonograph records, and the radio.

In laying out the course in the content subjects, we should practice the alternation of units of subject matter with combinations of grades: for instance, the 5th, 6th, 7th and 8th grades as a group might cover successively the Geography course as a single cycle. This allows more time, and avoids the choppiness so apparent in schools trying to keep up to grade assignments. The same principle may apply in History: Grades 5th, 6th, 7th and 8th might cover in three years by working together:

1. The Old World Background.
2. American History from Colonization through Jefferson's time.
3. Westward Expansion to Present-day Problems.

The 4th year to be devoted to general review and drill on the essential facts of the complete assignment. The laboratory method might be used. The older pupils could know the general plan of work to be accomplished and progress individually as rapidly as they wished. To carry on successfully this type of school, calls for expert teaching. So, the teaching-training institutions should set about preparing for the ungraded school this high type of teacher, persons with scholarship, with culture, and most especially with enthusiasm for life—vibrant personalities in love with life and alert to its joys.

Christ once said, "Except ye become as a little child, you shall in no wise enter into the Kingdom of Heaven." It is notably true of the Kingdom of Heaven in the realm of teaching: We must become one with the little child. I once cut a picture from a magazine and pasted it in an album. It is a picture of a chubby baby about two years old. He is looking outdoors through a window. His little fat hand is resting on the windowsill and his own reflection shows through the glass—a happy little youngster in a comfortable home. There is an eager look of interest in his whole expression, and under the picture are the lines:

"What is baby gazing at,
Eyes so round and wide?
All of Heaven and Earth he sees,
Lying just outside!"

Somehow, it seems to me quite possible to make our rural schools the *windows* through which our country boys and girls may, with eager gaze, behold both Heaven and Earth, and find joy in so doing.

THE NECESSITY OF A PRE-PRIMER COURSE FOR FOREIGN OR RETARDED PUPILS.

ALICE ORNE MARTIN, Deputy Superintendent of Schools, Alameda County.

During the spring term of 1925 a survey of the first, second and third grades in the Alameda County schools was made which brought to our attention the following facts, viz:

(1) That 35 per cent of the pupils in these grades were of foreign parentage and that English was not the language spoken in the home;

(2) That the vocabulary of these children was extremely limited consisting mainly of words learned from comrades on the playground plus the vocabulary of particular texts which they had studied in school;

(3) That difficulties in the fourth, fifth, and sixth grades, where reading for knowledge was necessary, and the real study hour began, were largely due to this meager vocabulary and lack of language background;

(4) That the percentage of retardation in the first three grades was far greater than it should be and in many cases promotion was based on length of residence in a particular grade or the fact that the child was over age rather than on fitness to do the work of the succeeding grade.

Upon reviewing these facts it became evident that the course of study for the first year as prepared for the average American child was not adequate for the foreign or retarded pupil. A special Pre-Primer course to meet their needs became a necessity.

Since the adoption of my Pre-Primer course as prepared for use in the Alameda County schools there has been a growing demand for copies from various parts of the country. I have found it necessary therefore to develop and issue it in a more complete form. This work is now in the process of construction and will soon be ready for distribution.

However, I am sending the original outline, meager as it is, realizing its comparatively small value without the

accompanying illustrative material and explanation which I use when presenting it to teachers.

A PRE-PRIMER COURSE FOR ALAMEDA COUNTY.

Adopted May 1926.

The Pre-Primer, or developmental, course is outlined herewith in order to present a definite plan of work for children who are not prepared to do first grade work as outlined in the course of study.

These pupils are of three types:

(1) The pupil of foreign parentage, who is handicapped by lack of familiarity with our language. This condition will continue unless special efforts are made to develop his English vocabulary with its proper use.

(2) The retarded pupil, when such retardation has been caused by physical disability or frequent illness.

(3) The pupil of low mentality.

It is the object of this course to provide:

(1) A language background, by increasing the vocabulary of the pupil to that of the normal child, and by familiarizing him with a few of the best known nursery tales and Mother Goose rhymes.

(2) A suitable preparatory course in reading, phonics, and number work which shall be adjusted to his rate of speed.

Observation has shown that these pupils, who enter the first grade without sufficient development in language, or who are retarded mentally or physically, are unable to succeed in the work of the grade and hence form the nucleus of the holdovers and perennial failures. It has also been noted that at the end of a year's residence in school, in nearly all cases, they seem no better able to attack the work than they did upon entering, and the logical conclusion is that we have been offering them a mental diet which they can not digest. Experiments show that they will make real progress at their own rate of speed if the work is properly adjusted.

Time Allotment for the Course—As the material is developmental, the period of instruction must be determined by the need of the child. It may be of three, six or even ten months duration, or a matter of only a few weeks. At the end of the time the pupil should be fitted for the regular work of the first grade, as arranged for the normal six-year-old child, and he should then be promoted to this grade.

Selection of Pupils—At any time during the first month or six weeks of school the Pre-Primer pupils may be easily segregated. The work outlined and the texts suggested should be reserved exclusively for this group, in order that they may retain their interest and may not suffer discouragement from comparison with the more advanced pupils. Some pupils, originally included in this group, may develop very rapidly, as extreme shyness sometimes causes normal pupils to appear retarded, and as a result they may have been wrongly classified. When this occurs, they should be advanced immediately to the normal group. It is far better to include pupils in the Pre-Primer group and advance them, than to over-grade pupils and then find it necessary to demote them.

(a) *Texts.* 1. READING.

(1) *For the teacher.*

The Elson Foundation Unit Course of Study Manual. (Scott, Foresman & Co.)
Elson Hand Chart Picture Cards.
Elson Hand Chart Word and Phrase Cards.
Elson Action Sentence Cards. (Optional.)

(2) *For the pupil.*

The Elson Pupil's Hand Chart. (Scott, Foresman & Co.)
The Easy Book.—Ayer. (The Macmillan Co.)
An Easy Reading Book.—Mackey. (F. A. Owen Pub. Co.)
The First Days at School. (Ginn & Co.)
Dictionary. (Courtis Smith—Picture Story Reading Lessons.) World Book Co.

In case this does not suffice, and a little more material is needed, read the first twenty or twenty-five pages of *any* easy supplementary primer, preferably not folk lore or nursery rhymes, but one with *an every day vocabulary,* as "The Pathway to Reading."

Silver, Burdett & Co. The Field-Martin Primer, Ginn & Co., etc.

(b) *Sentence Cards.* (To be prepared by the teacher on strips of tagboard and presented dramatically.) Daily use of these will inculcate habits of courtesy.

(1) How do you do?
(2) How are you?
(3) Good-bye.
(4) Come again.
(5) Good morning.
(6) Good night.
(7) Thank you.
(8) You are welcome.
(9) Excuse me.
(10) If you please.

A sufficient vocabulary will have been presented by the use of the texts prescribed for any amount of blackboard, silent and oral reading.

II. PHONICS.

The objectives of this course are:

(1) Correct enunciation.
(2) Immediate recognition of the symbol representing the sound.
(3) Ear training.

The initial sounds: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w=(oo), z, sh, ch, wh=(hoo), th.

Special attention should be paid to the correct *enunciation* of sounds and the proper *position* of the vocal organs. Sounds may be taught, accompanied by charts made of pictures of objects beginning with the sound to be presented, as ball, baby, bowl, etc., for the letter b; or by pictures of objects supposedly making the sound, as a picture of a cow saying moo, for the letter m. For such pictures, see Gordon Manual. No effort at blend is to be attempted.

Text—For the Teacher—The Teacher's Handbook of Phonetics—Barrows and Cordts (Ginn & Co.).

III. LANGUAGE.

Objectives.

(1) To develop a vocabulary appropriate to the normal six-year-old child and a correct use of the same.

(2) To familiarize the child with a few of the best known nursery rhymes.

(3) To familiarize the child with a few of the best known so-called nursery classics.

Development of Vocabulary.

Development mainly through conversational lessons based upon picture charts which the teacher has made by cutting advertisements from magazines or booklets which the children have made in the same way.

Suggested subjects for charts.

(1) The Home.
  (a) The Hall (c) The Dining Room (e) The Bed Room
  (b) The Living Room (d) The Kitchen (g) The Bath Room

(2) The School.
  (a) The Playground (b) The School Room

(3) The Store.
  (a) The General Merchandise Store (b) The Dry Goods Store
(4) The Church.
(5) What We Wear.
(6) What We Eat.
(7) How We Travel.
  (a) Automobile (c) Train (e) Ship (g) Airplane
  (b) Wagon (d) Boat (f) Bicycle
(8) Our Animal Friends.
(9) Our Bird Friends.
(10) The Circus.
(11) The Farm.

Nursery Rhymes.

To be dramatized, memorized, and used for hand work until characters are perfectly familiar to the children.

Texts: *For the teacher*—A copy of Mother Goose. Instructor Poster Patterns, Bks. 1 and 2, 60c. (F. A. Owen Pub. Co.)

(1) Old Mother Hubbard
(2) Little Bo Peep
(3) Little Jack Horner
(4) Humpty Dumpty
(5) Little Boy Blue
(6) Jack and Jill
(7) Little Miss Muffet
(8) Hey Diddle Diddle
(9) Baa Baa Black Sheep
(10) Jack Be Nimble

Nursery Tales.

To be told, reproduced by the children and dramatized.

(1) The Three Bears
(2) The Three Little Pigs
(3) The Little Red Hen
(4) The Old Woman and Her Pig
(5) Chicken Little

IV. NUMBER WORK AND SENSE TRAINING.

(1) Learning to take directions:
  (a) Up and down (d) Left and right
  (b) Back and forth (e) Over and under
  (c) North, south, east, west (f) Inside and outside
(2) Counting by objects to twenty.
(3) Counting and writing numbers to ten.
(4) Recognizing groups of objects corresponding to numbers up to ten.
(5) Number games 1–10.
(6) Recognizing the colors and learning to read their names. This may be done by using color charts with the names printed beneath the colors.
(7) Forms—square, circle and oblong, and ½ of the same by cutting, tearing, drawing.
(8) Paper folding—16-square, and models developed from them.
(9) Furniture making for doll house.

Texts for Teachers: First Journeys in Number Land, Harris Waldo. A Child's Book of Numbers, Stone.

V. PENMANSHIP.

Blackboard work only. Big arm movement: circles, slanting lines, swing and curves.

VI. MUSIC AND SINGING GAMES.

When possible, use Mother Goose rhymes set to music, and the simplest of singing games in order to develop a strong sense of rhythm.

An automobile "traveling health unit" is maintained to meet physical needs of rural school children in Los Angeles school district. The large body of the auto is partitioned off by curtains into rooms for medical examinations and orthopedic work, for nose and throat examinations and dental work, and for eye examinations and testing vision. The unit remains at each rural school until all children are examined and treated.—Bureau of Education.

THE RURAL CHILD AND HIS PHYSICAL EDUCATION PROGRAM.

WINIFRED VAN HAGEN, Assistant State Supervisor of Physical Education.

(An address made before the California Rural Supervisors' Association assembled in Convention at Lake Tahoe, October 5th.)

In appearing before this group of earnest workers I feel very acutely how dependent is the State Department of Physical Education on your good will, understanding and cooperation in furthering an adequate and worth while program in physical education for the rural children of the State of California.

May I take the time to reiterate some of the ways in which you can help, and tell you how the State Department can be of service to you?

The twenty minutes for instruction required by law for the teaching of physical training activities must be scheduled during the regular school hours and not during the recess and noon periods. You can judge of the type of teaching and leadership being given or not given by the kind of activities you see on the school grounds at recess and noon.

The dearth of physical training supplies, apparatus and equipment is sometimes due not to the determined opposition of the trustees, but to the fact that the teachers are indifferent and do not insist that they must have such tools, if for no other reason than to reduce their cares as to disciplinary problems arising from idle hands and idle minds. Then, too, teachers fail to remember that the instinct of normal children is toward vigorous action. Often they do not know what to play and must be helped to study and learn procedures in a game through frequent repetition leading on to further interest and satisfaction because of the skills gained. Such procedures are present in the routine work needed to gain confidence in arithmetic, spelling, music and reading. It is the belief of the

department that you should help the teachers to prepare the budgets that are to be presented to the trustees. You can become acquainted with the minimum recommendations of the State Department for supplies and equipment by studying Bulletin No. 12-C, entitled "Space, Equipment and Supplies for Physical Education in Elementary Schools." This bulletin authorizes and states "It is the duty of boards of school trustees to provide such articles as are necessary to make teaching effective." Section 1608 and section 1620 of the school law covers the authorization of the purchase of (1) athletic supplies, such as balls and bats, volley ball nets, basket ball backstops and goals, (2) the purchase, erection and care of such permanent apparatus as horizontal bars, traveling rings, tennis courts, handball courts, soccer fields, baseball backstops, basketball courts, the leveling of ground for playground purposes, and the building of needed fences on badly situated school grounds, to make possible a real play program.

When planning the program for growing children we must remember that they are not being recreated, but are in the process of being *created,* and many hours of time and of strenuous participation in activity interests are necessary to accomplish the results of "creation" than are necessary to refresh grownups to return to the problems of their daily lives.

First of all, it should be seen that provision is made for the development of organic powers. These powers are dependent for their fulfillment on the individual's participation in vigorous activities best obtained under wise and understanding leadership. By organic powers I mean heart power, lung capacity, digestive ability, the power to eliminate wastes, the development of the heat regulating mechanism, and the training of the nervous system to have the stamina, endurance and power to withstand "the wear and tear" of the everyday strenuous life that is the portion of our young people today, as well as those of us classed among the adults.

Secondly, it should be seen that a program is given that provides opportunities for the development of the initiative, judgment, courage and resourcefulness of the children. In other words, character and citizenship training of the right sort should result from the leadership given by the teacher. The activities chosen should be those that have a "carry-over" into the present day everyday life of the child when free from school room academic restraints. Certainly the "daily dozen" ground out on a phonograph have little, if any, place in the physical training program of the children in the elementary schools of California. Physiologically their value is almost nil, and in many cases is harmful because of their long continued use after fatigue has developed, and the power to do them correctly (if they know what is the right way) has been lost. The long wait between the shifting of records is bad, and their so-called educational value for children is an erroneous assumption. They have no tie-up to the instinctive life movements of children. It has yet to be shown that they become part of the free play life of children. The State Manual of Physical Education specifically states that for the grammar grades not more than half of the time set apart for instruction in physical training activities may be used for corrective or gymnastic drills. In the primary grades it states that no gymnastic drills shall be given. During rainy weather there is little excuse for the use of the daily dozen and formal drills, as there are many other activities that can be used advantageously in class rooms during inclement weather.

Thirdly, the material chosen for instruction should include activities, the acquiring of skill in which will lead to profitable leisure time interests in the years to come. For example, all children should understand the finer points of the national game of baseball through having played the game. Among the more strenuous types of games, the rules of American football should be explained to the girls. Boys and girls should understand soccer and volley ball through active and frequent participation.

Boys should understand the rules governing girls' games, such as basketball and field hockey. Tennis, swimming, horseshoes, volley ball, golf strokes, soccer and handball should be learned by all students, for they will be played in adult years long after it is advisable or possible for individuals to play basketball, baseball, American football, or to take part in track and field events. In the years to come will these, our present boys and girls, accompany their wives and husbands to see games played because of the fine comradeship that such early experiences and interests have helped to create, or will each go his or her own way? Will they play and recreate together understandingly, or will each depart alone seeking for recreation and entertainment? Our public schools have a responsibility in this matter, and right now are we building?

A recent study among a group of college men and women showed that the students in the lower scholastic division of attainment were chiefly interested in and skilled in passive types of amusements and games, such as cards, pool, billiards, craps, while those in the higher scholastic attainment group were interested in and excelled in such vigorous types of amusements as skating, field sports, tennis, baseball, wrestling, boxing and horseback riding. "It appears to be true, in general, for both sexes, that good students excel in vigorous outdoor sports, while the poor students are best in indoor nonathletic amusements and games involving chance." A. P. E. R., vol. XXXI, No. 4, April, 1926. "A Sports Information Test: With Some Evidence Regarding the Curious Relation between Interest in Each Sport and Academic Success," by Luella Cole Pressey and Willie Stephens, Ohio State University. Has such study any significance for us as leaders and molders of habits and skills, likes and dislikes?

Of the fifty-eight counties in California, only seven at the present time have full-time directors of physical education—San Diego, Riverside, Santa Barbara, Santa Clara, Sacramento, Butte. Two have part-time directors—

Sonoma and Kern. Thirteen have had leadership in the years that have gone—Ventura, Fresno, Marin, Inyo, Tulare, Kings, Imperial, Merced, San Mateo, Plumas, Placer, Contra Costa and San Joaquin. You can readily see that our hope for ultimate success is in your grasp of the immensity of the problem and your willingness to do and to dare. We are ready to help by personal visits to your territory when possible, by conferences, bulletins and letters. Please know that we are ready to serve you, and in serving you serve the young people of this state.

HELPING THE RURAL ELEMENTARY TEACHER.

JULIAN A. MCPHEE, State Supervisor of Agricultural Education.

A program for the improvement of agricultural education in the elementary rural schools of the state has been started. Thus far only four agricultural supervisors have been appointed by county superintendents to aid in this type of work. There are very few elementary school teachers who have had adequate training to do much in this field; yet the possibilities for increasing interest in agricultural pursuits and giving of the proper agricultural point of view to our rural boys and girls are unlimited.

The tendency of our rural population is to move into the cities. Many of our successful farmers are not satisfied with the type of instruction given in the average rural school, and when it is possible they move to the city so that their children may receive what they think is a better type of education. They realize that there is not much possibility of the average rural school teacher instilling into their sons and daughters a love for country life. With such inspiration lacking they are willing to risk losing their children to the country. If our rural elementary school curriculum could be improved, at least to the extent of giving students greater incentives for remaining in rural communities, much would be accomplished in this direction.

There have been several large difficulties in our rural school system, chief of which is the limited size of the schools and necessity for having one teacher handle all the instruction for eight grades. Most of the elementary teachers have been reared in cities and have received no definite agricultural instruction during their course of training. It is difficult, therefore, to have the country boys and girls get anything but an urban viewpoint. It is not probable that these city reared teachers can see the possibilities of service that can be rendered by teaching in our rural districts. They become discouraged with their

conditions and are ambitious to get into a city school system just as soon as possible, with the result that the education of our rural youth greatly suffers.

There are several ways in which aid can be given to overcome such difficulties. One is the proper training of our rural elementary teachers in our State Teachers' Colleges. Fresno State Teachers College has already taken a step in this direction by the employment of a well-qualified man to devote half-time to the teaching of agriculture and half-time as a district vocational agricultural supervisor under the State Board of Education. This man has been an agricultural teacher in a rural community, and is capable of giving instruction that is of value to those who will become rural school teachers. He will set up vocational objectives for country boys and girls and outline courses in elementary agriculture and nature study that will aid in a well-rounded rural program.

In 130 high school districts there are 241 agricultural teachers employed at the present time. Last year 205 rural elementary school teachers were assisted by these men in preparing lesson plans for their work in the elementary schools and in giving agricultural instruction in their classrooms. At Santa Rosa the agricultural teacher held biweekly meetings with the rural school teachers in his district, at which lesson plans were outlined for them as aids in agricultural instruction. Information regarding the high school curriculum, especially in regard to the agricultural course, was given so that the rural school teacher could properly advise her students regarding the work they could pursue in high school.

The work of the rural elementary teachers along agricultural lines is in its infancy. The State Supervisor for Vocational Agricultural Education is ready to assist wherever possible, either directly through his office or through the vocational agricultural teachers throughout the state in furthering this work. Suggestive lesson plans are being prepared and may be had for the asking.

REACTIONS FROM THE FIELD

THE QUESTIONNAIRE ON THE STATUS OF TEACHERS IN ONE-TEACHER SCHOOLS.

"Your questionnaire is quite comprehensive. It may help to make rural teachers more restive and less satisfied. According to David Harem's theory of dogs and fleas, that might be a good thing. We have very few teachers of long tenure in rural schools. Whenever it occurs it is due to either of two facts: married teachers remain in rural schools to be near home and others remain because they can't get city or town jobs. The first class often furnishes good teachers, the others—well, we rejoice when their chance for a change and a promotion comes. We are in luck.

Your questionnaire aims, as it seems to me, to better conditions affecting teachers in rural schools. Our only great question seems to be board. Our people are so prosperous that they don't care to board anyone at any price—they do not care to have the sacredness of the home circle invaded. The automobile relieves the situation. With a Ford a teacher can board where she pleases and give over Saturdays and Sundays to pilgrimages and adventure—to mixing with her fellows. Every rural teacher should have a Ford or better.

This accomplished, we still need two "surveys." We need a close inquiry into the training of teachers and then a more extensive one as to the efficiency of our teachers. If you were guessing the efficiency of all our schools, how much over fifty per cent would you put it?"

Jas B. Davidson,
County Superintendent of Schools, Marin County.

ART AIDS FOR RURAL SUPERVISORS.

"I wonder if all the general supervisors know of the free service available from the American Crayon Company, San Francisco. Upon request they will send free of charge their monthly magazine: 'Everyday Art' which contains many good suggestions and a few illustrations in color. This year, in addition, they have just offered to send enough copies of their new bulletin: 'New Art Ideas for Fall,' for all our rural teachers. They maintain an educational department called the American Art Aid Department, organized to help teachers solve their art problems. Application to this department, Stanford University, will bring help from Mr. Pedro Lemos, who is in charge. This service is all free. I am not receiving a commission for advertising but have found the bulletins helpful in many ways."

Norma V. Peirce,
Rural Supervisor, Napa County.

BULLETIN 2-F.

"In regard to the bulletin 'Suggested Course of Study in Industrial Art for Rural Schools,' I feel that it is far superior to anything we have along that line at present. I am sure it will be very helpful to the cause of Art in the rural schools of California."

Mavis Todd,
Chico State Teachers College.

TIME DISTRIBUTION OF RURAL SCHOOL SUPERVISORS.

(A study was made in the George Peabody College for Teachers in Tennessee, for the purpose of determining how the typical rural elementary school supervisor distributes her time to her various duties. A number of rural school supervisors in California aided in the work. The conclusions should be of interest to those interested in rural supervision in California.)

1. Supervisors give four days per week to visiting schools and two days to other activities, while expert opinion calls for 3.6 days in the schools and 2.4 days in other activities.

2. The days of the week most frequently used for visiting the schools are listed in terms of frequency of occurrence; namely, Tuesday, Wednesday, Thursday, and Monday. Expert opinion recommended Friday, Thursday, and Tuesday.

3. Supervisors most frequently select Saturday and Friday for office work. Expert opinion gives Saturday, Monday, and Friday.

4. The teachers' meetings for professional training in service are most commonly held on Saturdays and Fridays, which is in keeping with expert opinion.

5. The average length of the supervisor's working day is 7 hours 48 minutes, while expert opinion recommends approximately 9 hours.

6. The typical supervisor spends 45 per cent of her time in the schools, exclusive of travel, or 42 per cent in actual classroom work and 3 per cent in general school supervision. Expert opinion recommends that 40 per cent of the supervisor's time be given to work in the schools, with 33 per cent given to classroom work and 7 per cent to general supervision.

7. The typical supervisor spends 22 per cent of her time in routine office work; expert opinion gives only 20 per cent to office work.

8. The seven per cent of the supervisor's time given to teachers' meetings for training in service compares closely with the 8 per cent recommended by expert opinion.

9. Only 7 per cent of the supervisor's time is given to non-instructional activities; while expert opinion gives approximately 17 per cent.

10. Travel consumes 19 per cent of the supervisor's time. This exceeds the 15 per cent recommended by expert opinion.

11. In the major items of the distribution of the typical supervisor's time the "present day practice" shows a significant similarity to that of "expert opinion."

12. Since we have supervision in actual practice and have not as yet determined what the time analysis of the

rural elementary school supervisor should be, the typical situation given in actual practice may be modified by expert opinion and accepted as a working hypothesis until a more scientific procedure is determined.—Ora Devers, Peabody College, Nashville, Tenn.

In an effort to check the rising tide of industrial and public accidents and in response to the demand from all parts of the country for trained leaders in safety work, New York University, with the cooperation of the American Museum of Safety, is offering the first collegiate course in accident prevention.

BOOKS RECEIVED

(The purpose of this department is the listing of educational material submitted by publishers. In certain cases, notes are added concerning the particular values of a given publication.)

EDUCATIONAL METHOD.

EDUCATING FOR RESPONSIBILITY—Members of the Faculty of the South Philadelphia High School for Girls. The Macmillan Co., 1926.

An experiment with the Dalton Plan in a Philadelphia high school designed to give the pupils "freedom to do their work at their own speed and in their own time."

MODERN ELEMENTARY SCHOOL PRACTICE—Freeland, G. E. The Macmillan Co., 1926.

In the words of the author the purpose of this revision of the 1919 edition is "to present in one volume a story of school practice, to avoid theory that has not been tried in practice, and to employ for illustrations only the actual work of classroom teachers." The book is modern in every respect. Due attention is given to the problem method, the project, motivation and Dewey's doctrine of interest. The elementary school curriculum is discussed from the point of view of one familiar with scientific research concerning subject matter which has failed to justify its inclusion in a modern course of study. Proper recognition is given to individual differences and the need of adapting the procedures to varying interests and capacities. The book would provide a better guide for teacher reading if adequate bibliographies were appended.

MODERN METHOD IN TEACHING—Wilson, Kyte and Lull. Silver, Burdett & Co., 1924.

Teaching Dull and Retarded Children—Inskeep, A. D. The Macmillan Co., 1926.

The application of intelligence and achievement tests to children has built up a mess of scientific data relative to individual differences. Dr. Inskeep has presented practical classroom procedures by which the curriculum may be made meaningful to the dull or retarded child.

Learning How to Study and Work Effectively—Book, William F. Ginn & Co., 1926.

Education for a Changing Civilization—Kilpatrick, W. H. The Macmillan Co., 1926.

Three lectures delivered on the Luther Laflin Kellogg Foundation at Rutgers University, 1926.

PRIMARY EDUCATION.

The Primary School—Moore, A. E. Houghton, Mifflin Co., 1925.

This book, written by one who has been a teacher of long kindergarten and primary experience, a supervisor, and a college professor of modern educational theory, is designed to point the way to an improvement of the organization and instruction of the primary school.

"The Primary School" is sound in theory and practical in the application of this theory to thoroughly sound classroom procedures. The objective of the author is the development of the kind of education suited to the child at his particular stage of growth.

Unified Kindergarten and First Grade Teaching—Parker and Temple. Ginn & Co., 1925.

Study Period Projects—Merton, E. L. Laidlaw Bros., 1925.

PSYCHOLOGY.

Psychology for Teachers—Benson, Lough, Skinner and West. Ginn & Co., 1926.

The following excerpts are presented:

Psychology for Teachers says:

"The responsibility resting upon teachers is greater than that placed upon any equal number of persons in any other occupation or vocation. To meet this responsibility adequately the teacher must understand the nature of the child. She must know how to stimulate, guide, and condition cravings and wants that will result in useful and worthy knowledge, habits, attitudes, ideals, and interests."—From Chapter I.

"Educational psychology seeks to explain, analyze, classify, describe, and evaluate the facts of human nature and conduct so that the facts and principles of mental development may be known and used in both learning and teaching. With the development of this science the teacher has gradually substituted a scientific procedure for mere guesswork. Educational psychology tries to find the best and most economical way to foster good physical and mental growth. It sets forth the factors involved in the learning processes, individual differences, and the physical factors necessary to the acquisition of knowledge, skill, and character."—From Chapter I.

Formative Factors in Character—Martin, H. Longmans, Green & Co., 1925.

Emphasizes the need of a study of moral values in the life of a nation. This book should be of interest to the non-professional student as well as to those interested in child psychology. Parent-Teacher Associations, Reading Circles, and Study Clubs should find material of vital interest, material demanding urgent attention in this volume.

Personality and Social Adjustment—Groves, E. R. Longmans, Green & Co., 1925.

This book brings to parents and teachers information regarding social conduct.

RURAL EDUCATION.

The American Rural School—Foght, H. W. The Macmillan Co., 1913.

Rural Education—Brim, O. G. The Macmillan Co., 1925.

A critical study of the objectives and needs of the rural elementary school.

Educational Resources of Village and Rural Communities—Hart, J. K. The Macmillan Co., 1914.

The Rural Teacher and His Work—Foght, H. W. The Macmillan Co., 1923.

The Rural Community—McGarr, L. The Macmillan Co., 1922.

Rural School Management—Barnes, I. G. The Macmillan Co., 1925.

Administration of Village and Consolidated Schools—Finney and Schafer. The Macmillan Co., 1920.

Rural Education and the Consolidated Schools—Arp., J. B. World Book Co., 1918.

SUPERVISION.

Directed Observation and Supervised Teaching—Blackhurst, J. H. Ginn & Co., 1925.

Professor Blackhurst has written a guide in observing in making lesson plans and reporting to the supervisor.

A Manual for Observation and Teaching in the Elementary Grades—Anthony, K. N. Warwick & York, 1926.

This is a fifty-one-page syllabus covering such topics as the child's health, essential abilities in teachers, teaching personality and growth in service, management of the schools, technique of instruction, selection and organization of materials. It should be of value to supervisors and teachers college teachers.

After Testing—What?—Corning, H. M. Scott, Foresman & Co., 1926.

The use of standardized mental and educational tests in our schools has occupied a prominent place in the professional literature of the past ten years. The application of the results of testing to a practical school situation has been almost entirely neglected. The author presents the reorganization of the schools of Trinidad, Colorado, which was made with intelligence as a basis of classification.

Classroom Tests—Russell, C. Ginn & Co., 1926.

A valuable contribution to the science of making tests designed to fit units of instruction in the classroom. Teachers will find here an adequate treatment of the true-false test, the judgment test, the selection test, the association test, and the completion test.

"Why and How to use Teacher's Classroom Tests", which constitutes the latter half of the book, provides a scientific technique applicable to these new type tests.

Research for Teachers—Buckingham, B. R. Silver, Burdett & Co., 1926.

The author has brought together the results of research which are likely to prove most helpful to the classroom teacher. The book should serve as an inspiration and a guide to carrying on research by the teachers themselves. "The teacher has opportunities for research which if seized, will not only powerfully and rapidly develop the technique of teaching but will also serve to vitalize and dignify the work of the individual teacher."

Compass Diagnostic Tests in Arithmetic—Scott, Foresman & Co., 1926.

Twenty separate tests, which cover the basic arithmetical processes commonly taught in grades

two to eight. Suggestions for remedial work following diagnosis are given in the manual.

ARITHMETIC.

MODERN METHODS OF TEACHING ARITHMETIC—Newcomb, R. S. Houghton, Mifflin Co., 1926.

In the language of the author Modern Methods in Teaching Arithmetic is "a serious attempt to correlate modern scientific methods of teaching with present day demands in connection with the subject-matter of arithmetic" (p. IX) Dr. E. P. Cubberly, editor of the Riverside Textbooks in Education says: "The author of the present volume has taken the many scientific studies as to arithmetic instruction * * * and has applied conclusions to the teaching of arithmetic in our schools * * * the contents of this volume ought to be the common property of all elementary school principals and supervisory state officers dealing with the work of the elementary schools, and be used by them as a basis for their supervison of the elementary school work in arithmetic * * *."

The chapters on measuring arithmetical ability and problem solving are replete in material of fundamental value in the supervision of arithmetic instruction. The final chapter: "Tables, Statistics, and Graphs" is rich in suggestive material. The "Selected References" at the end of each chapter are skillfully annotated.

STANDARD SERVICE ARITHMETICS—BOOKS I AND III—Knight-Studebaker-Ruch. Scott, Foresman & Co., 1926.

WORK BOOKS IN ARITHMETIC—Knight-Studebaker-Ruch. Scott, Foresman & Co., 1926.

WORK DRILL AND TEST SHEETS IN ARITHMETIC—Lennes, N. J. Laidlaw Bros. Grades 2, 3, 4, 5, 6, 7, 8, 1924.

COURSE OF STUDY IN ARITHMETIC—Rossman, J. G. Rand, McNally Co., 1925.

This Course of Study in Arithmetic was based on Thorndike arithmetics and was made for use in elementary schools of Indiana. Unlimited quotations have been taken from Thorndike's "The New Method in Arithmetic." This outline should prove helpful, because it grasps the spirit and method of the Thorndike procedure. Supervisors will find it helpful in interpreting the Thorndike viewpoint to teachers.

PRACTICE TESTS IN THE FOUR FUNDAMENTALS OF ARITHMETIC—AUTOMATIC CORRECTION—Thompson and Boulware. Rand, McNally Co., 1926.

This new practice material provides a unique method of correction. The material provided is comprehensive and should prove of value in the improvement of pupil ability in the fundamental operations in arithmetic.

ART.

ORGANIZATION AND TEACHING OF ART—Winslow, L. L. Warwick & York, 1925.

A program for art education in the elementary and secondary schools.

ENGLISH AND LITERATURE.

STANDARDS IN ENGLISH—Mahoney, John J. World Book Co., 1922.

SELF HELP METHODS OF TEACHING ENGLISH—Wohlfarth, J. L. World Book Co., 1925.

THE TEACHING OF LITERATURE—Fries, Hanford and Steeves. Silver, Burdett & Co., 1926.

"This volume endeavors to present in comprehensive forms a discussion of the aims to be attained in the teaching of literature as an instrument of liberal culture, and the basic methods that may be used to realize these aims. Its specific application is to the problems of the teaching of English in junior and senior high schools."

How to Write and How to Deliver an Oration—Law, F. H. G. P. Putnam's Sons, 1926.

How to Say It—Helpful Hints in English—G. P. Putnam's Sons, 1926.

The author has brought together the most common errors that are used in the English language with the purpose of teaching the avoidance of such errors.

The Language Garden—Howard, Hawthorne and Howard. The Macmillan Co., 1925.

A primary language book.

GEOGRAPHY.

High Lights in Geography—Jordon, D. S. and Cather, K. D. World Book Co., 1925.

Geographic Principles—Ridgley, D. C. Houghton, Mifflin Co., 1925.

"Here are condensed, terse, but complete instructions in the principles of geography and in the presentation of geographic facts to the young student."

Having investigated courses of geography in elementary schools and having found the course most commonly pursued, Dr. Ridgley makes each step in this average curriculum the subject of a chapter. He includes a definite outline of study and discusses it in detail. Since it sensibly conforms with what exists, the book will be of great practical value to many schools.

On the other hand, although definite working outlines are given, the teacher is urged "that variation of method of presentation is necessary to avoid stagnation." The course of study, the author says, should be the teacher's servant, not his master; it should serve merely as a guide and in no way limit the teacher's initiative. Above all it should be an inspiration—a goal that teachers too often forget. One can not subscribe too strongly to this idea, especially when one

approves generally of Mr. Ridgley's entire presentation."—Roderick Peattie in Journal of Educational Research, October, 1926.

HEALTH EDUCATION.

THE LAWS OF HEALTH AND HOW TO TEACH THEM—Winslow and Williamson. Chas. E. Merrill Co., 1925.

HISTORY AND CIVICS.

TRAINING IN CITIZENSHIP—Hatch, R. W. Chas. Scribner's Sons, 1926.

"The keynote of the book is that pupils learn their citizenship by living their citizenship. * * * We do not learn citizenship unless we practice citizenship." Mr. Hatch stresses pupil enterprise and pupil responsibility.

THE TEACHING OF HISTORY—Klapper, P. D. Appleton & Co., 1926.

"The teaching of history seeks to evolve a system of teaching the social environment that will contribute significantly toward the development of civic-mindedness in young people. This objective, the development of civic intelligence that may prompt socialized behavior is consistently employed as the standard that determines the content of the book, the character of the discussions, and the color of the conclusions."

WORTH WHILE AMERICANS—Sparks, E. E. F. M. Ambrose & Co., New York, 1925.

This book contains bibliographical material on Anna Howard Shaw, Thomas Edison, Frances Willard, Robert Peary, Judge Ben Lindsay, Henry Ford, Helen Keller, Russell Conwell, John Wanamaker, John Pershing, Clara Barton, Herbert Hoover and others.

WORTH WHILE EUROPEANS—Sparks, E. E. F. M. Ambrose & Co., New York, 1923.

This book contains bibliographical material on

Queen Victoria, Enrico Caruso, David Lloyd George, Catherine Breshkovsky, Ferdinand Foch, Guglielmo Marconi, Tolstoy, Robert Louis Stevenson, Emma Calve, Venizelos, Cecil Rhodes, Florence Nightingale, Louis Pasteur, Arthur James Balfour and others.

How the World Grows Smaller—Beeby and Beeby. Chas E. Merrill Co., 1924.

This book is suitable for reading by fifth or sixth grade children. The world has grown smaller because of the improved means of travel and communication which men are using today.

The questions at the end of the chapters should be useful to teachers in teaching and creating an appreciation of the world as a growing community of mutually helpful and mutually dependent people.

MUSIC.

Music Appreciation in the School Room—Gidding, Earheart, Baldwin and Newton. Ginn & Co., 1926.

PHONICS.

The Teacher's Book of Phonetics—Barrows and Cordts. Ginn & Co., 1926.

READING.

The Study Readers, and Manual for Third, Fourth, Fifth and Sixth grades—Walker and Parkman. Charles E. Merrill Co., 1926.

The Pathway to Reading Fourth, Fifth and Sixth Readers—Coleman, Uhl and Hossic. Silver, Burdett & Co., 1926.

Wag and Puff and Surprise Stories and Manual—Hardy, Marjorie. Wheeler Publishing Co., 1926.

Reading Objectives—Anderson and Davidson. Laurell Book Co., 1925.

The Materials of Reading—Uhl, W. L. Silver, Burdett & Co., 1924.

LEARN TO STUDY READERS, Book V, Grade Six. Ginn & Co., 1926.

SPELLING.

MCCALL SPELLER—McCall and Houser. Laidlaw Bros., Inc., 1925.

WRITING.

SUPERVISION AND TEACHING OF HANDWRITING—Taylor, J. S. Johnson Publishing Co., Richmond, Va., 1926.

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